

RIVER SPRINGS ELEMENTARY

115 Connie Wright Rd.
Irmo, SC 29063

GRADES K-5 Elementary School

ENROLLMENT 860 Students

PRINCIPAL Lynn B. Robertson 803-732-8147

SUPERINTENDENT Dr. Dennis O. McMahon 803-732-8000

BOARD CHAIR Cindy Sweigart 803-898-0096

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
14	1	0	0	0

IMPROVEMENT RATING:

GOOD

ADEQUATE YEARLY PROGRESS:

YES

This school met 21 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Excellent	Good	N/A
2002	Excellent	Good	N/A
2003	Excellent	Good	Yes
2004	Excellent	Good	Yes

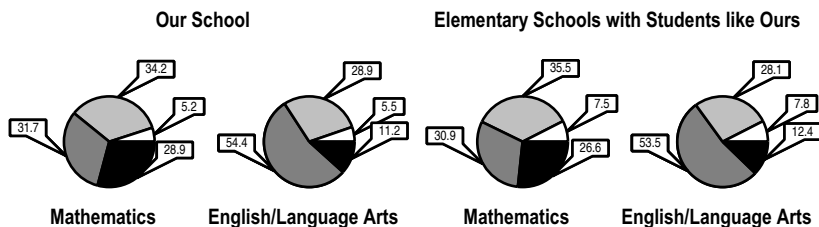
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

64.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	413	100.0	5.5	28.9	54.4	11.2	77.8	Yes	Yes
Gender									
Male	209	100.0	8.3	32.0	50.5	9.2	73.3		
Female	204	100.0	2.6	25.6	58.5	13.3	82.6		
Racial/Ethnic Group									
White	292	100.0	2.8	27.5	57.8	11.8	82.6	Yes	Yes
African-American	92	100.0	14.9	35.6	43.7	5.7	59.8	Yes	Yes
Asian/Pacific Islanders	12	100.0	0.0	25.0	50.0	25.0	100.0	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	359	100.0	3.7	28.2	56.9	11.2	81.0		
Disabled	54	100.0	17.0	34.0	37.7	11.3	56.6	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	413	100.0	5.5	28.9	54.4	11.2	77.8		
English Proficiency									
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	409	100.0	5.5	29.0	54.4	11.1	77.8		
Socio-Economic Status									
Subsidized meals	48	100.0	11.4	43.2	40.9	4.5	56.8	Yes	Yes
Full-pay meals	365	100.0	4.8	27.2	56.0	12.0	80.4		

Mathematics - State Performance Objective = 15.5%									
All Students	413	100.0	5.2	34.2	31.7	28.9	75.3	Yes	Yes
Gender									
Male	209	100.0	6.8	34.0	31.6	27.7	76.2		
Female	204	100.0	3.6	34.4	31.8	30.3	74.4		
Racial/Ethnic Group									
White	292	100.0	2.4	31.7	32.8	33.1	80.1	Yes	Yes
African-American	92	100.0	14.9	43.7	29.9	11.5	57.5	Yes	Yes
Asian/Pacific Islander	12	100.0	0.0	33.3	25.0	41.7	83.3	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	359	100.0	3.4	34.2	32.2	30.2	78.7		
Disabled	54	100.0	17.0	34.0	28.3	20.8	52.8	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	413	100.0	5.2	34.2	31.7	28.9	75.3		
English Proficiency									
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	409	100.0	5.3	34.0	31.7	29.0	75.6		
Socio-Economic Status									
Subsidized meals	48	100.0	15.9	47.7	29.5	6.8	52.3	Yes	Yes
Full-pay meals	365	100.0	3.9	32.5	31.9	31.7	78.2		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	136	100.0	3.9	17.2	68.0	10.9	78.9
	Grade 4	128	100.0	6.7	34.2	50.8	8.3	59.2
	Grade 5	149	99.3	17.7	51.8	29.1	1.4	30.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	136	100.0	3.7	11.0	61.0	24.3	85.3
	Grade 4	145	100.0	4.9	31.3	59.0	4.9	63.9
	Grade 5	133	100.0	8.3	44.7	42.4	4.5	47.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	136	100.0	1.6	33.6	42.2	22.7	64.8
	Grade 4	128	100.0	2.5	33.3	32.5	31.7	64.2
	Grade 5	149	100.0	9.9	44.4	22.5	23.2	45.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	136	100.0	4.4	44.1	35.3	16.2	51.5
	Grade 4	145	100.0	4.9	33.3	31.3	30.6	61.8
	Grade 5	133	100.0	8.3	26.5	26.5	38.6	65.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 860)				
First graders who attended full-day kindergarten	97.5%	N/C	96.8%	100.0%
Retention rate	0.5%	Down from 0.7%	1.1%	2.7%
Attendance rate	97.1%	Down from 97.9%	97.0%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%		0.8%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%		0.4%	3.5%
Eligible for gifted and talented	41.1%	Up from 37.7%	41.1%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	3.6%	Down from 3.7%	5.1%	8.2%
Older than usual for grade	0.0%	Down from 0.4%	0.1%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 64)				
Teachers with advanced degrees	48.4%	No change	60.0%	51.4%
Continuing contract teachers	82.8%	Up from 80.6%	92.2%	87.5%
Highly qualified teachers**	94.3%	N/A	94.4%	95.0%
Teachers with emergency or provisional certificates	3.5%		0.0%	0.0%
Teachers returning from previous year	77.3%	Down from 78.5%	88.6%	86.7%
Teacher attendance rate	93.1%	Up from 92.4%	95.6%	94.9%
Average teacher salary	\$39,302	Up 2.6%	\$42,904	\$40,760
Prof. development days/teacher	11.0 days	Up from 10.1 days	10.8 days	12.4 days

School				
Principal's years at school	7.0	Up from 6.0	5.0	4.0
Student-teacher ratio in core subjects	20.2 to 1	Down from 20.3 to 1	21.4 to 1	18.9 to 1
Prime instructional time	89.7%	Down from 89.8%	91.5%	90.0%
Dollars spent per pupil*	\$5,839	Up 5.3%	\$5,642	\$6,044
Percent of expenditures for teacher salaries*	67.8%	Down from 70.2%	68.0%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	92.5%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Staff, parents, students and the community continue to work collaboratively to achieve educational excellence at River Springs Elementary School (RSES). In our seventh year, we are the largest elementary school in School District Five of Lexington and Richland Counties, finishing the 2003-04 school year with 869 students.

Extraordinary student population growth in recent years has presented many challenges that are met or overcome by a very capable and qualified faculty and a cadre of dedicated volunteers. With the encouragement of the talented and caring staff, supportive parents, and committed volunteers, River Springs Elementary has proudly earned numerous recognitions and honors. RSES has three times been named a Palmetto Gold School by the South Carolina Department of Education. For the second straight year, the RSES School Improvement Council has been named a finalist for the Dick and Tunky Riley School Improvement Council Award. RSES met all Adequate Yearly Progress target goals as outlined by the No Child Left Behind legislation, and RSES was recognized by the SC Education Oversight Committee for closing the achievement gap between white and non-white students.

Students continue to excel in local, regional, state and national competitions. For the third consecutive year, a RSES student is a national winner in the Mathfax competition. The fourth-grade class as a whole was recognized as a regional winner in the same competition. Five students gained acceptance in the Tri-District Arts Consortium and four students participated in the All-State Elementary Chorus. Two students earned top honors in local essay contests.

Staff members continue to strive to enhance their professional skills. Two RSES staff members attained National Board Certification and others completed requirements and await testing results. Several teachers served in leadership positions within the district, presenting and facilitating during district staff development opportunities. One of our teachers served as President of the Irmo-Chapin Education Association and was recently elected Vice-President of the SC Education Association.

The population of RSES continues to grow significantly. Obvious challenges and obstacles follow in the face of such tremendous growth. Despite these challenges RSES remains dedicated to providing an educational environment where the students are both challenged and nurtured in all areas. Working together, we continue to do our best to prepare the children we serve today for a brighter tomorrow. All indications point to the fact that we are meeting that goal.

Lynn B. Robertson, Principal and Patrick Cobb, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	57	125	121
Percent satisfied with learning environment	100.0%	93.6%	95.0%
Percent satisfied with social and physical environment	98.1%	94.3%	92.4%
Percent satisfied with home-school relations	98.1%	94.2%	85.5%

*Only students at the highest elementary school grade level at this school and their parents were included.